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ABSTRACT

This document is the summary report of a study having as its main objectives: (1) an intensive study of organizational and group-structural factors influencing the research and teaching effectiveness of individual faculty members and their relations to the students; (2) research investigating the effect of academic area and technology on organizational structure and functions in effective and ineffective departments; (3) a cross-institutional study of academic institutions involving large and small, private and public colleges and universities, as well as community colleges. Data were collected from two major sources: the University of Washington and community colleges in the University of Washington area. Discussed are educational goals and trends, correlates of performance in community colleges, situational characteristics relevant to leadership, and research methods of the study. Tables include: (1) an analysis of faculty time spent; (2) correlations between satisfaction with the department atmosphere and satisfaction with particular facets of department functions; (3) correlation between satisfaction with the department administration and satisfaction with particular facets of department functions; (4) stepwise regression coefficients for college performance on liberal arts programs; (5) most and least preferred goals of faculty, administrators, and board members; correlations between community college divisions' performance and organizational characteristics. Appendixes contain a reprint of interim reports and of the questionnaire used to collect the data. (Author/KE)

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FINAL REPORT

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LEADERSHIP FACTORS INFLUENCING THE PERFORMANCE OF EDUCATIONAL INSTITUTIONS

National Institute of Education Project No. OEG-0-72-2558

EP# 734108

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December 1974

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Grant No. OEG-0-72-2558 was awarded for the period May 1, 1972, to April 30, 1974. A no-cost extension was granted February 25, 1974, to extend the grant period to December 31, 1974. This research program is a continuation of work begun under grant No. 0-0340, OEG-0-70, 3347, which covered the period May 1, 1970, to June 30, 1972. The project has had three major objectives:

1. An intensive study of organizational and group-structural factors influencing the research and teaching effectiveness of individual faculty members and their relations to students.

2. Research investigating the effect of academic area and technology on organizational structure and functions in effective and ineffective departments.

3. A cross-institutional study of academic institutions involving large and small, private and public colleges and universities, as well as community colleges.

The project has produced ten technical reports, six of which have subsequently been published in journals. In addition, a masters thesis is nearly completed and another technical report is in draft form; a summary of the results is included in this final report. Also, three papers based on our findings have been presented at Western Psychological Association meetings, and one paper was presented at the American Psychological Association meetings.

The research falls into two major categories: 1) University of Washington studies, and 2) community college studies.

University of Washington Study

A number of analyses were conducted on data gathered by questionnaires administered to a random sample of the faculty of the University of Washington; 287 questionnaires (70%) were returned. The sample included faculty with rank of instructor and above from 38 departments.

Allen and Biglan (TR 72-35) completed an analysis of the characteristics of research in different academic areas. A number of distinct patterns of collaboration, influence, and use of research tools emerged. The most interesting finding was based upon the amount of collaboration reported by scholars. It indicated that the social structure of the department may be an important determinant of the characteristics of academic research, and the extent to which research as a social product differs across academic areas. Results of this study were presented at the Western Psychological Association meetings in Portland, May, 1972.

A related study by Allen (TR 72-38) examined the effects of heterogeneity of research interests on the effectiveness of university departments. Two aspects of scholarly activity in the university, (a) teaching effectiveness at both the undergraduate and graduate levels, and (b) faculty satisfaction, were employed as criteria. The results indicate that

heterogeneity of research interests on the effectiveness of university departments is an important organizational variable. It has been shown to interact with the chairman's leadership style as measured by his potential influence. This is also of consequence in the communication between department chairmen and faculty and the associated effects of faculty satisfaction. Communication concerning scholarly activity within a department, in "soft" areas (e.g., Sociology, languages, literature) does not seem to require a common framework as specific as that suggested by commitment to a paradigm. The latter involves many assumptions about research methods and a particular orientation, as is typical of scholarly activity in "hard" areas (e.g., Physics, Geology, Mathematics). Heterogeneity in soft areas reflects differences in substantive rather than methodological specialization. However, in hard areas, a scholar is more likely to subscribe to a particular model for scholarly endeavor which provides him with a set of assumptions and specific orientations. This has been termed paradigmatic science by Kuhn. Where colleagues in a department differ with respect to the paradigm under which they conduct their scholarly activities, they would have little in common and would not profit to a great extent from interaction and communication. The effects of heterogeneity on communication, therefore, differs according to academic area in determining faculty satisfaction.

Allen took a further look at faculty satisfaction and academic area which resulted in Technical Report 73-46. This report compared academic areas in terms of: (a) How faculty allocate their time to undergraduate teaching, graduate training, and research; (b) how faculty rate the relative importance of each of these tasks; and (c) the degree to which faculty depend upon mechanical and electronic equipment, computers, statistics and mathematics. He then examined how these characteristics of university departments contribute to faculty satisfaction. Tables 1, 2, and 3 present the results.

These findings have implications for theories of job satisfaction and provide practical suggestions for the administration of university departments. The data suggest that the optimal allocation of department resources differs according to academic area. In nonlife areas, for example, teaching-related issues should be given higher priority than research opportunity or facilities and services. The reverse is true of life areas. In life areas improved space, equipment, and clerical services would produce a greater increment in faculty satisfaction than would allocation of resources to the undergraduate program.

Two other studies were completed, although they have not as yet been published. In a further analysis of the University of Washington data we computed the discrepancies between hours faculty members reported they spent, and those they would like to spend, on various activities (undergraduate teaching and graduate teaching, research, scholarly activities, professional activities). These discrepancies scores were correlated with American Council of Education ratings of departmental performance. The correlations indicated below are surprisingly high for this type of analysis and suggest the advisability of more detailed research along this line.

Table 1

Analysis of Variance on Time spent, Importance, and Dependence

			F
Time spent undergraduate teaching			
	applied (11.28)	pure (14.15)	4.30*
	life (11.12)	nonlife (14.30)	5.28*
Time spent graduate teaching			
	soft (10.21)	hard (14.53)	11.94**
Importance undergraduate teaching			
	life (5.49)	nonlife (5.97)	5.49*
Importance graduate teaching			
	applied (6.23)	pure (5.88)	4.42*
Importance research			
	soft (5.54)	hard (6.02)	5.95*
Depend on electronic, mechanical equipment			
	soft (1.51)	hard (3.66)	138.47**
	life (2.80)	nonlife (2.28)	8.89**
Depend on computer			
	applied (3.12)	pure (2.35)	19.00**
Depend on statistics			
	applied (3.28)	pure (2.58)	18.30**
	life (3.34)	nonlife (2.51)	26.00**
Depend on mathematics			
	soft (2.34)	hard (3.53)	52.47**
	applied (3.26)	pure (2.61)	15.47**
	life (2.69)	nonlife (3.19)	9.35**

Note: cell means are in parentheses

* $p < .05$; $df = 1/286$

** $p < .01$; $df = 1/286$

Table 2

Correlations Between Satisfaction With the Department Atmosphere and Satisfaction With Particular Facets of Department Functions

	Academic Area					
	Soft (n=146)	Hard (n=141)	Applied (n=106)	Pure (n=181)	Life (n=148)	Nonlife (n=139)
Facet						
Teaching Assignments	15	35^{1*}	04	31^{1*}	20	$22^{1,2}$
Undergraduate Program			19	51^{1*}	37	$44^{1,2}$
Graduate Program	43	48^{1}	35^{2}	56		
Research Opportunity	01	27^{2*}				
Space and Equipment	26	33^{3}			40^{3*}	[illegible]
Clerical Help	23	41^{3*}			38^{3*}	19

* difference between correlation coefficients $p < .01$

Note: the correlation coefficient hypothesized to be greater is indicated by a superscript which corresponds to the hypothesis

Table 3

Correlations Between Satisfaction With the Department Administration and Satisfaction With Particular Facets of Department Functions

	Academic Area					
	Soft	Hard	Applied	Pure	Life	Nonlife
	(n=146)	(n=141)	(n=106)	(n=181)	(n=148)	(n=139)
Facet						
Teaching Assignments	16	38^{1*}	13	37^{1*}	24	$29^{1,2}$
Undergraduate Program			35	43^{1}	44	$35^{1,2}$
Graduate Program	29	32^{1}	34^{2}	34		
Research Opportunity	02	24^{2*}				
Space and Equipment	13	42^{3*}			39^{3*}	10
Clerical Help	32	48^{3*}			42^{3}	37

* difference between correlation coefficients $p < .01$

Note: the correlation coefficient hypothesized to be greater is indicated by a superscript which corresponds to the hypothesis

Correlation of ACE Rating of Department with Discrepancy of Faculty Report of Time Spent on Activity - Time They Would Like to Spend

Undergraduate Teaching	.45*
Graduate Teaching	.29
Research	-.39#
Scholarly Activity	-.21
Professional Activities and Services	-.43#

* $p < .05$
\# $p < .10$

Finally, we examined the relationship between faculty satisfaction and performance. Measures of departmental performance were number of textbooks, monographs, technical reports, book reviews, journal articles, and departmental standing on the American Council on Education rating. Thirteen measures of faculty satisfaction were included in a factor analysis which yielded three factors. These factor scores were intercorrelated with the performance criteria. A strong and consistently positive relationship emerged between ACE rating and faculty satisfaction. However, the causal relation is not clear. This question is partly resolved by noting zero correlations between faculty satisfaction and publication output. This suggests that faculty satisfaction is a reflection and not a cause of the departmental reputation.

School of Nursing. Data were collected for a longitudinal study of the reorganization of the University's School of Nursing. These data were collected as part of a research program being sponsored by a contract from the Office of Naval Research. Eighty-eight academic faculty members and administrators in a total staff of 96 were visited in person, and a questionnaire was completed while the experimenter was present and prior to the reorganization. A follow-up data collection was completed approximately 18 months after the reorganization had been in effect. The present studies, however, were completed with time 1 data only.

One study evaluated the effect of organizational structure on the attitudes and behavior of the organizational participants (Rice and Mitchell, 1972). Measures were generated which reflect an individual's position in the structure in terms of variables that generally apply in groups and organizations. These include status, influence and the direct and indirect linkages between persons in a network of interactions. The contribution of the study was twofold: First, the indices of structure used were new and led to an increase in our understanding of the assessment of structural variables. Second, the results showed that those who have high status and influence and who are central in a network of communications have high satisfaction and performance. These individuals tend to value extrinsic rewards and have a large number of relatively superficial contacts.

A study by Mitchell and Pollard (TR 73-43) also on data from the faculty members of the School of Nursing analyzed antecedents of job

performance in terms of expectancy theory. This theory suggests that one works hard because of two factors: The degree to which working hard is seen as leading to organizational outcomes (called expectancy) and the value of the outcomes (called valence). Measures of these variables were generated for each faculty member, and ratings of performance (by the Dean) and number of publications were used as performance criteria. The results supported the theory and suggested various ways in which this approach could be used to increase the motivation of academic employees.

Community College Project

A large study of the 26 community colleges in the State of Washington was conducted with the cooperation of the State Board for Community Colleges, the presidents of each community college, the teachers' unions, and the faculty representative from each college. Questionnaires were sent to (a) all administrators, (b) full and part-time faculty of the colleges (Samples of the questionnaires are included in Appendix A) and (c) members of each board of trustees for all the colleges. Of those approached, 1,404 or 67% of the full-time faculty members responded, 443 or 71% of all administrators participated, including 18 of 26 college presidents and 57 or approximately 60% of the trustees responded, representing 19 of the 22 districts. Feedback was provided to each of the 26 colleges and the state board (see Appendix B).

Twenty-one qualified judges rated the effectiveness of each college on four performance aspects: Vocational, avocational, liberal arts programs, and administrative efficiency. The panel of judges consisted of the executive committee of community college presidents, all members of the Washington State Board for Community College Education, and a panel of deans of instruction, business managers, and deans of students from the colleges.

The performance measures obtained were related to the discrepancies between the actual versus the desired goals of community colleges as perceived by the faculty members of colleges. Stepwise regressions between performance aspects and the goal discrepancies showed remarkable magnitude suggesting they may be a valid substitute for performance ratings of community colleges. Since performance ratings of community colleges are not easily obtainable, other researchers may want to adopt the use of goal discrepancies in studies of higher education (see Table 4). All of the reported coefficients are significant at the 0.005 level. The regression coefficients are all negative, indicating that performance is inversely related to the extent to which the actual and the desirable goals are discrepant from each other.

Goals and Educational Trends. A technical report by Gillo, Goldsmith, and Landerholm (74-54) examined goals and educational trends in community colleges. One of the most noteworthy results of this study is the congruence between faculty, administration and trustees on both actual and preferred goals. The statistical indicators for congruence, rank order correlations between the goal structures of faculty, administrators, and boards, are quite convincing. Actual goals of faculty and administrators

Table 4

Stepwise regression coefficients for college performance on liberal arts programs

Goal Discrepancy	Multiple r
To attract new Ph.D.s to college faculty	-.65 **
To provide student counseling	-.74 **

Stepwise regression coefficients for college performance on avocational programs

Goal Discrepancy	Multiple r
To serve as center for dissemination of new ideas	-.52 **
To maintain high student achievement	-.61 **

Stepwise regression for college performance on vocational programs

Goal Discrepancy	Multiple r
To provide programs for specific occupational training	-.62 **
To limit open admissions	-.72 **

Stepwise regression for administration efficiency

Goal Discrepancy	Multiple r
To attract new Ph.D.s to college faculty	-.74 **
To solicit student enrollment	-.83 **

correlated .93; faculty and boards, .85; and administrators and boards correlated .83 (all significant at the .01 level). The preferred goal structure of the three groups also is rather close despite traditional claims of discordance. The congruence between goals of faculty and administrators correlate .87; between administrators and trustees .83; and between faculty and trustees .81 (all significant at the .01 level). The preferences of all three groups are summarized in Table 5.

Goal discrepancies, i.e., the discrepancy between the actual and preferred ratings of all goals, are a very useful measure of potential organizational conflict and may well help to identify the issues of greatest importance for community college change. Table 6 provides a summary of goals which were most and least discrepant within the system. It appears that more emphasis should be placed on increasing the competence of instructors and facilitating interdepartmental communication. The recognition of this underemphasis may be a general characteristic of community colleges or a function of the relative newness of the system under study. Less emphasis, according to these data, should be placed on academic and remedial education programs. Interestingly, they belong to the traditional core of community college tasks. The former may reflect the realization that other options exist to obtain lower division course work; the relatively small percentage of students who actually transfer to four-year institutions; the immediately attainable occupational rewards available upon completion of community college experience; and the lack of appreciation shown by four-year institutions for the support provided by community colleges.

Finally, some comparisions between community colleges and universities were made. Typically, the role of community colleges is defined as doing all those things that universities either cannot or will not do. Our data suggests that the colleges are now defining a unique program area of their own: A clear preference for vocational education in defiance of pressures for increasing lower division liberal arts coursework.

Several additional differences appeared. The most striking concerns the attitude towards students. While universities prefer to deal with cultivating their intellectual abilities, community colleges stress development of the students' potential which permits them to put their abilities to almost immediate use. Further, the two systems see the instructor's role quite differently; while university faculty see their institutions as prime instruments for the dissemination of new ideas, college faculty judge their institutions to be poorly adapted for this cause.

At the organizational level, universities validate their efforts and goals with those of other universities (a closed system), as evidenced by the periodical peer evaluation sponsored by the American Council for Higher Education. Universities appear to produce students who will be maximally successful in other universities or professional organizations, i.e., a B.A. who will be successful in a graduate school, or a Ph.D. who will be successful as a faculty member at other universities. Community colleges which validate their purpose to a large extent in their community,

TABLE 5

Most and least preferred goals of faculty, administrators and trustees

	FACULTY	ADMINISTRATORS	TRUSTEES
MOST PREFERRED	1. Devolop student potential 2. Guidance counseling ** 3. Improve teaching ** 4. Competitive salaries 5. Occupational training ** 6. High achievement standards	1. Improve teaching** 2. Open admissions * 3. Occupational training ** 4. Guidance counseling **	1. Occupational training ** 2. Guidance counseling ** 3. Open admissions * 4. Improve teaching **
LEAST PREFERRED	1. Ph.D. faculty ** 2. Involve students in policy making 3. Center for new ideas 4. Solicit enrollment * 5. Public interest programs * 6. Involve faculty in policy making **	1. Ph.D. faculty ** 2. Involve faculty in policy making** 3. Public interest programs * 4. Academic training *	1. Ph.D. faculty ** 2. Involve faculty in policy making ** 3. Academic training * 4. Solicit enrollment *

* Perceptions common to two groups

** Perceptions common to all three groups

TABLE 6

Goal discrepancies most important to faculty, administrators and board members

	FACULTY	ADMINISTRATORS	TRUSTEES
Under-Emphasized	1. Improve teaching** 2. Interdepartmental communications * 3. Develop students' potential	1. Improve teaching** 2. Interdepartmental communications *	1. Improve teaching** 2. Public interest Programs
Don't Change	1. Ph.D. faculty ** 2. Center for new ideas 3. Guidance counseling * 4. Occupational training	1. Ph.D. faculty ** 2. Guidance counseling *	1. Ph.D. faculty ** 2. Involve faculty in policy making
Over-Emphasized	1. Academic training ** 2. Open Admissions 3. Public interest programs 4. High school education ** 5. Solicit enrollment	1. Academic training ** 2. High school education **	1. Academic training ** 2. High school education **

* Perceptions common to two groups

** Perceptions common to all three groups

aim to produce students with skills that are of immediate use for establishing their position in the community, e.g., a welder or a computer programmer (open system).

Correlates of Performance in Community Colleges. Fiedler and Gillo investigated the relationship of teaching styles, the faculty's perception of college goals, satisfaction, influence over policy issues, and organizational characteristics, and the teaching effectiveness of community college divisions (TR 73-53). One of the most interesting implications of the study was the effect of academic area on the relationship between faculty responses and the rated effectiveness of community college divisions. There does not appear to be a single prescription for good performance that will be equally successful across all divisions. Rather, each type of division seems to have a pattern best suited for its requirements.

Table 7 which gives some correlations between teaching styles and teaching effectiveness illustrates this point. The use of audio-visual aids is associated with poorer divisional performance. The more scholarly approaches are associated with higher performance ratings in social science divisions where a higher proportion of course content comes from books and journal assignments. Journal reading assignments have no notable effect on teaching in other divisions. Moreover, different teaching methods affect subject areas in different ways. For example, while the use of equipment by the mathematics and science divisions appears to be detrimental to effective performance, this is not the case in the humanities, social sciences, and the vocational divisions.

Results of an analysis of the organizational characteristics and performance can be seen in Table 8. Of the 25 correlations, three were significant. Size of faculty was negatively correlated with performance in vocational-technical divisions. This seems reasonable, since close coordination is required in teaching these areas and can be accomplished best in small teams. Experience of the faculty and the power of the chairman's position were negatively correlated with performance of business divisions. None of the other variables, including salary, number of hours spent in classrooms, experience of faculty, or the chairman's power, were highly related with performance.

Situational Characteristics relevant to leadership. Groner is completing a Masters thesis which describes the situational characteristics relevant to leadership concerns in community college divisions and in university departments. Two major theories of situational characteristics are conceptually and empirically related. These are Fiedler's situational favorability and Tannenbaum's Control Graph theory. It was found that the total amount of control in both the college and university administrative groupings strongly and positively affects the Group Atmosphere (leader-member relations) within those groups. Further, it was found that the degree of task structure of academic and vocational teaching and research areas has an important impact on both the total amount of control and member relations. The same sort of effect was found for the degree of homogeneity of research interests in university departments. Apparently,

Table 7

Correlations between Performance and Teaching Styles of Community College Divisions

Emphasis On	Social Science N = 11	Humanities N = 13	Math & Science N = 13	Business N = 10	Vocational N = 8	Median Correlation
Book Assignments	27	15	05	37	-11	15
Journal Assignments	56#	10	20	-04	-52	10
Guest Lectures	-09	-17	-16	-22	14	-16
Own Lectures	05	26	26	61*	58	26
Audio-visual Material	-34	01	-09	-44	-64#	-34
Equipment	16	24	-40	-56#	11	11
Other Means	-48	31	-54	-04	-47	-47
Median Correlation	05	15	-09	-04	-11	

= p <.10 two-tailed

* = p <.05 two-tailed

Table 8

Correlations between Community College Division Performance and Organization Characteristics

Variables	Social Science N = 11	Humanities N = 13	Math & Science N = 13	Business N = 10	Vocational N = 8	Median Correlatio
Size of faculty	-39	15	15	30	-81*	15
Experience of faculty	08	04	-26	-63*	-14	-14
Salary of faculty	08	-33	33	01	02	02
Contact hours	-11	-41	-32	58#	-02	-11
Chairman position power	06	17	-20	-68*	16	06
Median Correlation	06	04	-20	01	-02	

* = p < .05 two-tailed

= p < .10 two-tailed

the degree to which faculty and chairman can mutually understand and appreciate each other's work, as mediated by structure and homogeneity, encourages better relations and leads to a greater willingness to interact in administrative decision making. Position power was found to be relatively unimportant in higher educational leadership situations.

Further, the utility of compliance theory in predicting and interpreting the relationships among situational variables was demonstrated. The compliance predictions, assuming that faculty in such educational settings are positively involved, are generally supported.

Another paper by Groner examines important situational variables contributing to faculty satisfaction with their jobs in the community college divisions. An analysis of variance shows significant main effects of all three factors used, and two interesting interactions among them. The factors are faculty control over administrative decisions, chairman's control over the same decisions, and faculty goal discrepancies (the degree to which faculty feels that their goals for the college are receiving the appropriate emphasis). All three factors had a positive effect on satisfaction. An interaction between faculty control and chairman control is interpreted as showing that it is not so important whether the faculty or the chairman makes the decisions as long as someone is actively dealing with administrative functions. An interaction between faculty control and faculty goal discrepancies indicates that a decrease in either factor attenuates the positive effects that the other factor has on satisfaction. This finding is interpreted in terms of instrumentality theories of job satisfaction and demonstrates that organizational goal accomplishment should be considered an important outcome in the determination of faculty satisfaction with their jobs.

Research Methods. In order to effectively analyze the vast amounts of data collected for the University of Washington and Community College studies, a new research method was developed by Gillo and Shelley (TR 73-45). The technique, known as MAID-M, performs predictive modeling for a multivariate criterion from a basically unlimited set of predictor variables. Based on additive multivariate measures of association, it identifies the smallest combination of predictor variables which accounts for a maximal proportion of the variation space of a given set of criterion variables. MAID-M allows the user to interact with the program for the purpose of exploring different alternatives to solutions recommended by the program. Estimates of stability as well as estimates of validity for specific empirical solutions are provided optionally.

A users guide (TR 74-58) has been completed and a paper detailing this technique has been published in the Journal of the American Statistical Association. In addition, a seminar was conducted at the American Psychological Association meetings in New Orleans to discuss its use.

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APPENDIX A

CODE NO. 0900612

ORGANIZATIONAL RESEARCH GROUP
University of Washington
Seattle, Washington 98195

CONFIDENTIAL

FOR RESEARCH PURPOSES ONLY

This questionnaire is designed to generate information about the structure and functioning of your community college. The Organizational Research Group will report its findings, in statistical form only, to the faculty and administration on your campus. Your participation is voluntary and confidential.

In answering questions about your division, please refer to the division in which you carry out your primary teaching responsibilities. If your college has no divisional structure, please refer in these questions to your department.

WHEN YOU HAVE COMPLETED THE QUESTIONNAIRE, PLEASE USE THE ENCLOSED ENVELOPE TO RETURN IT TO THE ORGANIZATIONAL RESEARCH GROUP. THANK YOU.

1. a. In which division do you carry out your primary teaching responsibilities (e.g., Humanities, Business, etc.)? _____

   b. In which discipline(s) do you teach (e.g., Psychology, Data Processing, etc.)? If more than one, please list in order, starting with the one in which you spend the most teaching time. _____

   c. How many years have you been employed at your present community college? (include part-time) _____ years

   d. Do you have a tenured appointment? Yes_____No_____

PLEASE PLACE A CHECKMARK (✓) IN THE APPROPRIATE SPACE ON THE FOLLOWING SCALES:

2. How satisfied are you with each of the following items?

a. Your present position	very dis-satisfied	:	1	2	3	4	5	6	7 : very satisfied
b. Your salary and financial benefits	very dis-satisfied	:	1	2	3	4	5	6	7 : very satisfied
c. Hiring practices in your Division	very dis-satisfied	:	1	2	3	4	5	6	7 : very satisfied
d. Hiring practices on your campus	very dis-satisfied	:	1	2	3	4	5	6	7 : very satisfied
e. Your degree of participation in campus administrative decision making	very dis-satisfied	:	1	2	3	4	5	6	7 : very satisfied
f. Your progress towards your own professional goals	very dis-satisfied	:	1	2	3	4	5	6	7 : very satisfied
g. Student-faculty relations in your school	very dis-satisfied	:	1	2	3	4	5	6	7 : very satisfied
h. Space, equipment, and other facilities provided by your college	very dis-satisfied	:	1	2	3	4	5	6	7 : very satisfied
i. Decisions made by the Board of Trustees	very dis-satisfied	:	1	2	3	4	5	6	7 : very satisfied

3. In the typical course you teach, approximately what proportion of the information presented to students comes from the following:

   a. assigned readings in books _____%

   b. assigned readings in journals _____%

   c. Guest lecturers _____%

   d. Own lectures _____%

   e. Audio-visual media _____%

   f. Equipment (machines, tools, laboratory, etc.) _____%

   g. Other (specify)_____ _____%

   TOTAL 100 %

4. Please indicate how much control or influence your division chairman has over the following types of decisions.

a.	Decisions regarding hiring	very little	1	2	3	4	5	6	7 a great deal
b.	Decisions regarding the courses you will teach	very little	1	2	3	4	5	6	7 a great deal
c.	Decisions regarding distribution of space and facilities	very little	1	2	3	4	5	6	7 a great deal
d.	Decisions regarding salary for academic personnel	very little	1	2	3	4	5	6	7 a great deal
e.	Decisions regarding future conditions of employment (retirement, medical aid, vacation)	very little	1	2	3	4	5	6	7 a great deal

5. Please indicate how much control you feel <u>you</u> have over these decisions.

a.	Decisions regarding hiring	very little	1	2	3	4	5	6	7 a great deal
b.	Decisions regarding the courses you will teach	very little	1	2	3	4	5	6	7 a great deal
c.	Decisions regarding distribution of space and facilities	very little	1	2	3	4	5	6	7 a great deal
d.	Decisions regarding salary for academic personnel	very little	1	2	3	4	5	6	7 a great deal
e.	Decisions regarding future conditions of employment (retirement, medical aid, vacation)	very little	1	2	3	4	5	6	7 a great deal

6. a. In general, how much influence do you feel you have over what occurs on your campus? very little influence : 1 : 2 : 3 : 4 : 5 : 6 : 7 : a great deal of influence

b. How satisfied are you with this degree of influence? very dissatisfied : 1 : 2 : 3 : 4 : 5 : 6 : 7 : very satisfied

7. a. In general, how much prestige or status do you feel you are accorded by those on your campus who know you? very little prestige : 1 : 2 : 3 : 4 : 5 : 6 : 7 : a great deal of prestige

b. How satisfied are you with this level of prestige? very dissatisfied : 1 : 2 : 3 : 4 : 5 : 6 : 7 : very satisfied

8. How stressful is your job as a community college faculty member? not at all stressful : 1 : 2 : 3 : 4 : 5 : 6 : 7 : extremely stressful

9. How clearly does your college define how much time you should spend on various activities related to your profession (e.g., classroom preparation, student consultation, etc.)?

not at all clear : 1 : 2 : 3 : 4 : 5 : 6 : 7 : perfectly clear

10. **Please Note:** In the following table, you will be asked to list your coworkers and to specify the nature of your contacts with these persons. This information will be useful in describing the actual interaction patterns in your college (e.g., the direction and extent of contacts between faculty in different divisions, between faculty and administrators, etc.). When your questionnaire is returned to the Organizational Research Group, each name you list below will receive a code number, thus assuring complete anonymity of your responses.

Please list on the lines below the names of those persons in your college who you feel are your important coworkers. By important coworkers, we mean those colleagues with whom you need to work in order to conduct your activities as a faculty member. Be sure to include administrators as well as faculty members from your own and other divisions.

Also, please circle the number in each column on the right side of the table that best describes your coworker and your relationship with him.

Collaboration means the extent to which you engage in face-to-face interaction with each of your coworkers in your activities as a faculty member.

Social Interaction means the extent to which you get together informally with each of your coworkers for conversation, coffee, parties, etc., both inside and outside of the work setting.

Influence means your estimate of how much influence each of your named coworkers has over what goes on in your college.

Prestige means your estimate of how much prestige or status each of your coworkers is accorded by those who know him in your college.

Coworkers (please print name)	Collaboration little ... a great deal	Social Interaction little ... a great deal	Influence little ... a great deal	Prestige little ... a great deal
	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

11. On your campus, how important is it to have the "right" connections in order to see your ideas translated into action?

very unimportant : 1 : 2 : 3 : 4 : 5 : 6 : 7 : very important

12. We are interested in how faculty members in your college currently distribute their time among various activities related to their profession. Please indicate in the blanks below the number of hours that you spend on each activity per week on the average during this quarter.

	Hours per week
a. Classroom teaching (lecture, lab supervision, etc.)	____hrs
b. Preparation for classroom teaching (lecture preparation, grading papers and exams, assembling materials, etc.)	____hrs
c. Student consultation (office hours for students, student counseling, etc.)	____hrs
d. Community service (consulting, lecturing, professional societies, etc.)	____hrs
e. Administrative activities (committees, paper work, consultation with division chairmen and other administrators, etc.)	____hrs
f. Research (planning, executing or reporting research, etc.)	____hrs
g. Other (please specify)_____	____hrs

13. To what extent do you feel that your chairman agrees with your educational philosophy, approach to teaching, etc.?

little agreement : ___ : ___ : ___ : ___ : ___ : ___ : ___ : perfect agreement
1 2 3 4 5 6 7

14. In general, how much influence does your division chairman have over how you conduct your professional activities?

very little : ___ : ___ : ___ : ___ : ___ : ___ : ___ : a great deal
1 2 3 4 5 6 7

15. Below is a list of goals for community colleges. Please indicate the relative importance your college currently places on each goal by checking a space on the "CURRENTLY IS" scale to the right of each goal. Also, please indicate the relative priorities you feel each goal should receive at your college by checking a space on the "SHOULD BE" scale.

1. To maintain an open admissions policy.	CURRENTLY IS:	unimportant : ___ : ___ : ___ : ___ : ___ : ___ : ___ : important (1 2 3 4 5 6 7)	
	SHOULD BE:	unimportant : ___ : ___ : ___ : ___ : ___ : ___ : ___ : important (1 2 3 4 5 6 7)	
2. To encourage and help individual instructors to become more effective teachers	CURRENTLY IS:	unimportant : ___ : ___ : ___ : ___ : ___ : ___ : ___ : important (1 2 3 4 5 6 7)	
	SHOULD BE:	unimportant : ___ : ___ : ___ : ___ : ___ : ___ : ___ : important (1 2 3 4 5 6 7)	
3. To provide courses that prepare the student for transfer to a good four-year college	CURRENTLY IS:	unimportant : ___ : ___ : ___ : ___ : ___ : ___ : ___ : important (1 2 3 4 5 6 7)	
	SHOULD BE:	unimportant : ___ : ___ : ___ : ___ : ___ : ___ : ___ : important (1 2 3 4 5 6 7)	
4. To provide programs for specific occupational training	CURRENTLY IS:	unimportant : ___ : ___ : ___ : ___ : ___ : ___ : ___ : important (1 2 3 4 5 6 7)	
	SHOULD BE:	unimportant : ___ : ___ : ___ : ___ : ___ : ___ : ___ : important (1 2 3 4 5 6 7)	

5. To assist adults in completing their high school education	CURRENTLY IS:	unimportant	: 1 : 2 : 3 : 4 : 5 : 6 : 7 :	important
	SHOULD BE:	unimportant	: 1 : 2 : 3 : 4 : 5 : 6 : 7 :	important
6. To provide the community with facilities and services for cultural and public interest programs.	CURRENTLY IS:	unimportant	: 1 : 2 : 3 : 4 : 5 : 6 : 7 :	important
	SHOULD BE:	unimportant	: 1 : 2 : 3 : 4 : 5 : 6 : 7 :	important
7. To involve students in administrative policy making	CURRENTLY IS:	unimportant	: 1 : 2 : 3 : 4 : 5 : 6 : 7 :	important
	SHOULD BE:	unimportant	: 1 : 2 : 3 : 4 : 5 : 6 : 7 :	important
8. To maintain a low student-faculty ratio	CURRENTLY IS:	unimportant	: 1 : 2 : 3 : 4 : 5 : 6 : 7 :	important
	SHOULD BE:	unimportant	: 1 : 2 : 3 : 4 : 5 : 6 : 7 :	important
9. To attract Ph.D.'s to the college faculty	CURRENTLY IS:	unimportant	: 1 : 2 : 3 : 4 : 5 : 6 : 7 :	important
	SHOULD BE:	unimportant	: 1 : 2 : 3 : 4 : 5 : 6 : 7 :	important
10. To serve as a center for the dissemination of new ideas	CURRENTLY IS:	unimportant	: 1 : 2 : 3 : 4 : 5 : 6 : 7 :	important
	SHOULD BE:	unimportant	: 1 : 2 : 3 : 4 : 5 : 6 : 7 :	important
11. To maintain high standards for student achievement in community college work	CURRENTLY IS:	unimportant	: 1 : 2 : 3 : 4 : 5 : 6 : 7 :	important
	SHOULD BE:	unimportant	: 1 : 2 : 3 : 4 : 5 : 6 : 7 :	important
12. To provide programs and opportunities that enable employees to achieve their professional goals	CURRENTLY IS:	unimportant	: 1 : 2 : 3 : 4 : 5 : 6 : 7 :	important
	SHOULD BE:	unimportant	: 1 : 2 : 3 : 4 : 5 : 6 : 7 :	important

16. Please describe the atmosphere on your campus by checking the following items.

Pleasant : 8 : 7 : 6 : 5 : 4 : 3 : 2 : 1 : Unpleasant

Friendly : 8 : 7 : 6 : 5 : 4 : 3 : 2 : 1 : Unfriendly

Bad : 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : Good

Worthless : 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : Valuable

Distant : 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : Close

Cold :___:___:___:___:___:___:___:___: Warm
1 2 3 4 5 6 7 8

Quarrelsome :___:___:___:___:___:___:___:___: Harmonious
1 2 3 4 5 6 7 8

Self-assured :___:___:___:___:___:___:___:___: Hesitant
8 7 6 5 4 3 2 1

Efficient :___:___:___:___:___:___:___:___: Inefficient
8 7 6 5 4 3 2 1

Gloomy :___:___:___:___:___:___:___:___: Cheerful
1 2 3 4 5 6 7 8

17. Please describe on the scales below the person you consider to be your least preferred coworker. This may be someone you know now or someone you knew in the past. First think of all the people with whom you have ever worked, and then describe the one person with whom you had the most difficulty in getting a job done.

Pleasant :___:___:___:___:___:___:___:___: Unpleasant
8 7 6 5 4 3 2 1

Friendly :___:___:___:___:___:___:___:___: Unfriendly
8 7 6 5 4 3 2 1

Rejecting :___:___:___:___:___:___:___:___: Accepting
1 2 3 4 5 6 7 8

Helpful :___:___:___:___:___:___:___:___: Frustrating
8 7 6 5 4 3 2 1

Unenthusiastic :___:___:___:___:___:___:___:___: Enthusiastic
1 2 3 4 5 6 7 8

Tense :___:___:___:___:___:___:___:___: Relaxed
1 2 3 4 5 6 7 8

Distant :___:___:___:___:___:___:___:___: Close
1 2 3 4 5 6 7 8

Cold :___:___:___:___:___:___:___:___: Warm
1 2 3 4 5 6 7 8

Cooperative :___:___:___:___:___:___:___:___: Uncooperative
8 7 6 5 4 3 2 1

Supportive :___:___:___:___:___:___:___:___: Hostile
8 7 6 5 4 3 2 1

Boring :___:___:___:___:___:___:___:___: Interesting
1 2 3 4 5 6 7 8

Quarrelsome :___:___:___:___:___:___:___:___: Harmonious
1 2 3 4 5 6 7 8

Self-assured :___:___:___:___:___:___:___:___: Hesitant
8 7 6 5 4 3 2 1

Efficient :___:___:___:___:___:___:___:___: Inefficient
8 7 6 5 4 3 2 1

Gloomy :___:___:___:___:___:___:___:___: Cheerful
1 2 3 4 5 6 7 8

APPENDIX B

Organizational Research
University of Washington
Seattle, Washington 98195
November 27, 1972

Interim Report No. 1

TO: College Presidents, members of FACC and State Board

FROM: Fred Fiedler and Martin Gillo, Organizational Research

Inasmuch as it will take considerable time before all data from the Community College Study will be processed and analyzed, we thought we would provide some of the results now and the remainder in subsequent interim reports. We anticipate that it may be Spring before we will have completed all data analyses.

The first set of data which we are reporting deals with the descriptive characteristics of the average faculty member and his typical teaching styles, as well as the average time he spends on the different aspects of his job. For each of the variables to be described in this and in future reports we will provide five statistics. These statistics and their proper interpretations are as follows:

1. The Overall Mean is the average for respondents from all 27 community colleges. For example, the average number of years of experience of a community college faculty member in this State is 9.2 years.

2. The Overall SD is the extent to which individual faculty members deviate from the "State" mean. The established measure for the deviations from the mean is the standard deviation (SD). For the variable "years of experience", the SD is 5.2 years. This means that 67% of all participants lie within the area of one SD above and one SD below the mean. In this case, 67% of all faculty members have between 4 and 14.4 years of experience.

3. The College Mean is the mean of your own college, i.e., the average faculty member on your campus. For example, if the average faculty member on your campus has 11.1 years of experience, he would have two years more than the average faculty member in the State.

4. The College SD is the SD for your college and indicates how much the faculty members of your college differ from your college average.

5. The percentile score describes where the average faculty member of your campus stands with regard to all faculty members of the State. For "years of experience", if your college mean was 11.1 years and the "State" mean was 9.2, it means that the average faculty member on your college ranks in the 64th percentile. That is, 64% of all faculty members have less experience and 36% have more experience than the typical faculty member on your campus.

The beginning of the table of results shows the proportion of faculty members on your campus who responded. To assure anonymity of respondents, Mean, SD and percentile for your college are not listed for any question to which less than 8 faculty members of your college responded.

A final remark to assist in interpreting the results. Where the standard deviation for a variable is larger than the mean, this indicates that a small proportion of faculty members may have responded far above the average. This point is of interest mainly to the statistician but we raised it here in order to avoid confusion concerning the correctness of the reported data.

Response_____ COLLEGE_____ - _____

	Overall Mean	Overall SD	College Mean	College SD	%
Employment Status	1.9	1.8			
Average Weekly Contact Hours	17.6	9.0			
Degree Level *	4.1	1.2			
Years experience	9.2	5.2			
1. In the typical course you teach, aprox. what proportion of the info. presented to students comes from assigned readings in books?	25.2	19.2			
2. What proportion comes from assigned readings in journals?	4.1	12.0			
3. What proportion from guest lecturers?	3.0	12.8			
4. What proportion from your own lectures?	36.5	32.9			
5. What proportion from audio-visual media?	9.6	11.0			
6. What proportion from equipment (machines, tools, lab., etc.)	15.2	28.5			
7. What proportion from other?	9.1	19.4			
8. To what extent do you rely on objective tests for evaluating students in the course you most often teach?	4.0	2.2			
9. To what extent do you rely on essay exams?	3.4	2.1			
10. To what extent do you rely on classroom discussion or participation?	5.0	1.8			
11. To what extent do you rely on term papers?	2.7	1.9			

		Overall Mean	Overall SD	College Mean	College SD	%
12.	To what extent do you rely on performance (practical tests or successful demonstration of work skills, etc.)?	5.4	2.0			
13.	To what extent do you rely on oral exams?	2.6	2.0			
14.	Please indicate how many hours you spend on your various activities related to your profession (class prep., student consultation,)?	16.2	7.9			
15.	How many hours do you spend on preparation for class(lecture prep., grading papers & exams, assembling material etc.)?	13.5	8.4			
16.	How many hours do you spend on student consultation (office hours, etc.)	7.2	6.0			
17.	How many hours do you spend on community service (consulting, lecturing, prof. societies,etc.)?	3.2	4.6			
18.	How many hours do you spend on administrative activities (committees, paperwork, consultations with div. Chairman, etc.)?	3.9	4.5			
19.	How many hours do you spend on research (planning executing or reporting)?	4.0	5.3			
20.	How many hours do you spend on other activities?	8.4	9.0			

*Degree level explanation

0 = none
1 = Assoc. Arts
2 = B.A./B.S.
3 = 5th year (teaching creditial)
4 = Masters degree
5 = Masters plus
6 = Ph.D.

UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98105

Organizational Research MEMORANDUM January 10, 1973

TO: College Presidents, members of FACC, and State Board

FROM: Fred Fiedler and Martin Gillo

RE: Interim Report No. 2

We have enclosed the second interim report. It lists the responses to all questions concerning the goals of community colleges as perceived by the faculty members. The results are listed in the same way as in the first interim report, i.e. with State mean, standard deviation (SD), and college mean, SD, and percentile.

We have also enclosed copies of the original questionnaires for easy and clear reference to all questions asked. Note that the two forms of the questionnaire differ from each other in that they contain only one half of questions common to both forms. This is the reason for the occasional blanks in the columns for college mean, SD, and percentile.

The final interim report is expected to be completed at the beginning of February.

33 Johnson Hall / Telephone: (206) 543-2314

COLLEGE [illegible]

	Overall Mean	Overall SD	College Mean	College SD	%
1. To maintain an open admissions policy:					
CURRENTLY IS important	6.3	1.1			
SHOULD BE important	5.9	1.4			
2. To encourage and help individual instructors to become more effective teachers:					
CURRENTLY IS important	3.8	1.8			
SHOULD BE important	6.2	1.0			
3. To provide courses that prepare the student for transfer to a good four-year college:					
CURRENTLY IS important	5.4	1.5			
SHOULD BE important	5.8	1.3			
4. To provide programs for specific occupational training:					
CURRENTLY IS important	5.8	1.4			
SHOULD BE important	6.2	1.1			
5. To assist adults in completing their high school education:					
CURRENTLY IS important	5.2	1.6			
SHOULD BE important	5.8	1.3			
6. To provide the community with facilities and services for cultural and public interest programs:					
CURRENTLY IS important	4.8	1.7			
SHOULD BE important	5.8	1.3			
7. To involve students in administrative policy making:					
CURRENTLY IS important	4.4	1.7			
SHOULD BE important	4.7	1.5			

	Overall Mean	Overall SD	College Mean	College SD	%
8. To maintain a low student-faculty ratio:					
CURRENTLY IS important	3.8	1.8			
SHOULD BE important	5.8	1.2			
9. To attract Ph.D.'s to the college faculty:					
CURRENTLY IS important	3.0	1.7			
SHOULD BE important	3.0	1.6			
10. To serve as a center for the dissemination of new ideas:					
CURRENTLY IS important	3.8	1.7			
SHOULD BE important	5.5	1.4			
11. To maintain high standards for student achievement in community college work:					
CURRENTLY IS important	4.5	1.7			
SHOULD BE important	6.0	1.1			
12. To provide programs and opportunities that enable employees to achieve their professional goals:					
CURRENTLY IS important	4.2	1.8			
SHOULD BE important	5.9	1.1			
13. To involve faculty in administrative policy making:					
CURRENTLY IS important	3.8	1.9			
SHOULD BE important	5.8	1.3			
14. To encourage and fascilitate interdepartmental communication:					
CURRENTLY IS important	3.5	1.7			
SHOULD BE important	5.8	1.1			
15. To enable each student to develop his fullest potential:					
CURRENTLY IS important	4.9	1.6			
SHOULD BE important	6.7	0.7			

	Overall Mean	Overall SD	College Mean	College SD	%
8. To maintain a low student-faculty ratio:					
CURRENTLY IS important	3.8	1.8			
SHOULD BE important	5.8	1.2			
9. To attract Ph.D.'s to the college faculty:					
CURRENTLY IS important	3.0	1.7			
SHOULD BE important	3.0	1.6			
10. To serve as a center for the dissemination of new ideas:					
CURRENTLY IS important	3.8	1.7			
SHOULD BE important	5.5	1.4			
11. To maintain high standards for student achievement in community college work:					
CURRENTLY IS important	4.5	1.7			
SHOULD BE important	6.0	1.1			
12. To provide programs and opportunities that enable employees to achieve their professional goals:					
CURRENTLY IS important	4.2	1.8			
SHOULD BE important	5.9	1.1			
13. To involve faculty in administrative policy making:					
CURRENTLY IS important	3.8	1.9			
SHOULD BE important	5.8	1.3			
14. To encourage and fascilitate interdepartmental communication:					
CURRENTLY IS important	3.5	1.7			
SHOULD BE important	5.8	1.1			
15. To enable each student to develop his fullest potential:					
CURRENTLY IS important	4.9	1.6			
SHOULD BE important	6.7	0.7			

	Overall Mean	Overall SD	College Mean	College SD	%
16. To provide the student with guidance counseling:					
CURRENTLY IS important	5.1	1.6			
SHOULD BE important	6.2	1.1			
17. To maintain salaries competitive with other educational institutions in the State:					
CURRENTLY IS important	4.5	1.7			
SHOULD BE important	6.2	1.0			
18. To actively solicit students who might not otherwise enroll in a post-secondary educational program:					
CURRENTLY IS important	4.6	1.6			
SHOULD BE important	5.7	1.4			

UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98195

Organizational Research

MEMORANDUM

TO: College Presidents, Members of FACC, and State Board

FROM: Fred Fiedler and Martin Gillo

RE: Interim Report No. 3

Enclosed is the summary of data from the third and final section of the faculty member questionnaire. The format is essentially similar to the one used in the previous two interim reports. For every question we have again indicated the State-wide mean, standard deviation, as well as the college mean, standard deviation, and percentile.

In addition, we have included two other documents on the results of the study. The first of these shows the State-wide results of faculty perceptions of goals as they are right now and goals as they should be. Each college might wish to draw similar graphs for its own faculty member responses since these graphs readily indicate potential trouble spots, that is, aspects of college life which faculty members perceive as unsatisfactory, or policy matters on which there is disagreement.

The third part compares the goal discrepancies as perceived by faculty, administrators, and members of the Board of Trustees in the State. Goal discrepanceis are the differences between the actual and the desired importance of goals. As the graphs indicate, the agreement between faculty, administrators, and Board of Trustee members varies from goal to goal.

Future reports will provide information on various ratings obtained from college administrators and members of Boards of Trustees. We expect to have these analyses completed within the coming months.

33 Johnson Hall / Telephone: (206) 543-2314

College [illegible]

Response 1

	Overall Mean	Overall SD	College Mean	College SD	%
HOW SATISFIED ARE YOU WITH EACH OF THE FOLLOWING ITEMS?					
1. Your present position?	5.6	1.4			
2. Your salary & financial benefits?	4.8	1.6			
3. Hiring practices in your division?	4.7	1.8			
4. Promotional practices in your division?	4.6	1.8			
5. Hiring practices on your campus?	4.1	1.7			
6. Promotional practices on your campus?	4.0	1.8			
7. Your degree of participation in campus administrative decision making?	4.0	1.8			
8. Your progress towards your own professional goals?	5.0	1.4			
9. Student-faculty relations in your school?	5.2	1.3			
10. Space, equipment, and other facilities provided by your college?	4.1	1.9			
11. Decisions made by the Board of Trustees	4.0	1.7			
12. Your teaching assignments?	5.8	1.3			
13. Personal relations among faculty members?	5.3	1.6			
14. Clerical and non-academic support provided by your college?	4.6	1.8			
15. Campus level administration	4.2	1.9			
16. District level administration	3.7	2.0			

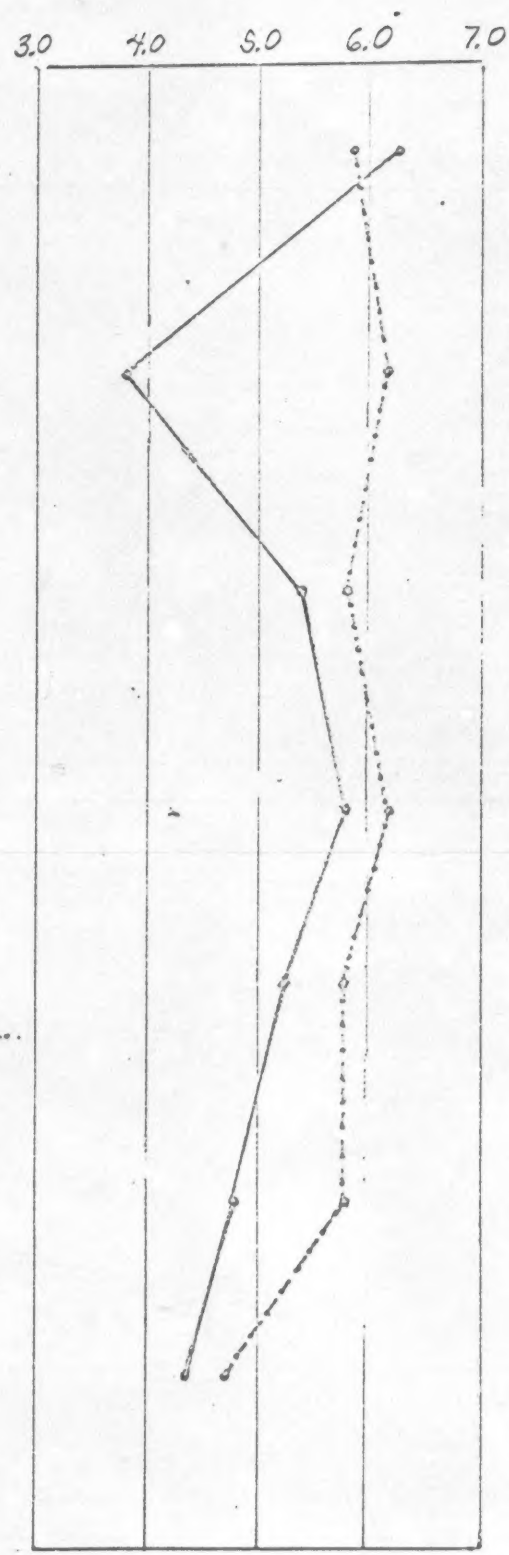
	Overall Mean	Overall SD	College Mean	College SD	%
CONTROL BY CHAIRMAN OVER FOLLOWING TYPES OF DECISIONS					
17. Decisions regarding hiring?	5.2	1.8			
18. Decisions regarding the courses you will teach?	4.9	1.9			
19. Decisions regarding distribution of space and facilities?	4.5	1.9			
20. Decisions regarding salary for academic personnel?	2.3	1.7			
21. Decisions regarding future conditions of employment (retirement, etc.)	2.2	1.6			
22. Decisions regarding promotion	3.8	2.1			
23. Decisions regarding the content of your courses	2.8	1.9			
24. Decisions regarding the distribution and expenditures of operating funds?	4.6	1.9			
25. Decisions about distribution funds for teaching staff?	3.8	2.1			
26. Decisions regarding committees you serve on?	2.8	1.9			
CONTROL YOU HAVE OVER FOLLOWING DECISIONS					
27. Decisions regarding hiring?	2.7	1.8			
28. Decisions regarding the courses you will teach?	5.0	1.8			
29. Decisions regarding the distributions of space and facilities?	3.0	1.8			
30. Decisions regarding the salary for academic personnel?	1.8	1.2			
31. Decisions regarding future conditions of employment (retirement,etc)	2.2	1.4			

	Overall Mean	Overall SD	College Mean	College SD	%
33. Decisions regarding content of your courses?	5.3	1.2			
34. Decisions regarding distribution and expenditures of operating funds?	2.8	1.9			
35. Decisions about distribution of funds for teaching staff?	2.1	1.5			
36. Decisions regarding committees you serve on?	5.1	1.9			
37. In general, how much influence do you feel you have over what occurs on your campus?	2.8	1.7			
38. How satisfied are you with this degree of influence?	3.7	1.9			
39. In general, how much prestige or status do you feel you are accorded by those on campus who know you?	4.8	1.4			
40. How satisfied are you with this level of prestige?	5.2	1.6			
41. How stressful is your job as a community college faculty member?	4.5	1.6			
42. How clearly does your college define how much time you should spend on various activities related to your profession (e.g.classroom preparation, student consultation,etc.)	3.7	1.9			
43. On your campus, how important is it to have the "right" connections in order to see your ideas translated into action?	4.9	1.7			
HOW IMPORTANT ARE THESE COMPONENTS OF JOB SATISFACTION					
44. Receiving financial benefits?	5.2	1.5			
45. Having influence on your campus?	4.0	1.7			

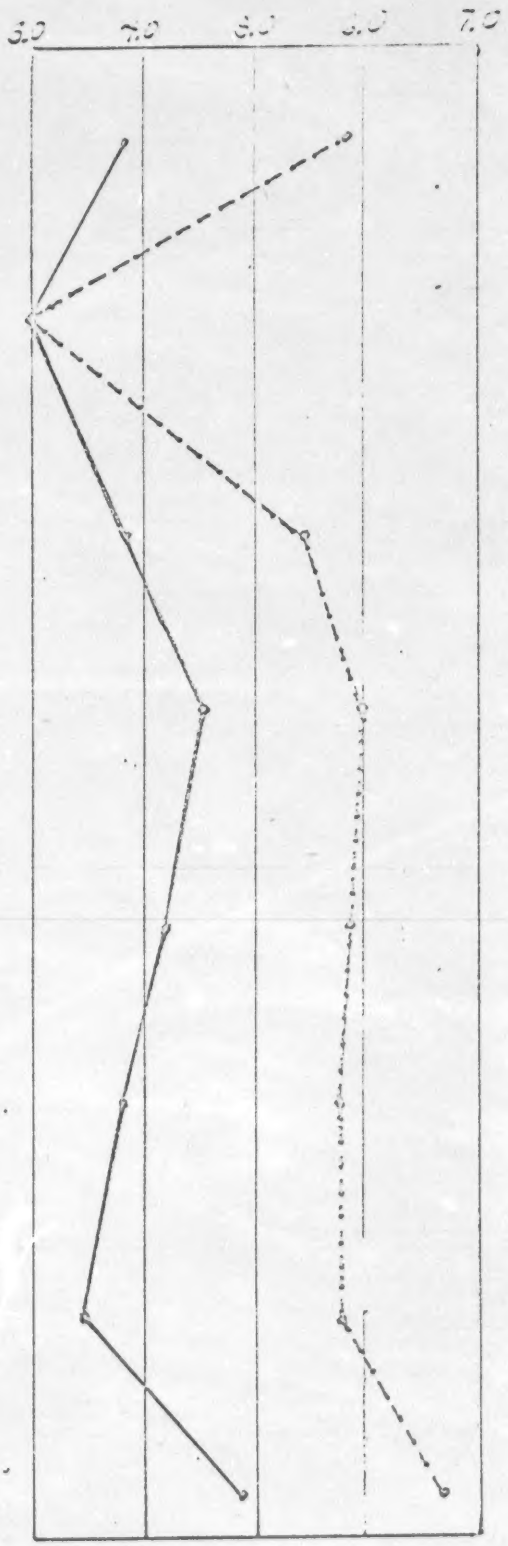
currently is... ———

should be... - - - - - -

	Overall Mean
1. To maintain an open admissions policy:	
CURRENTLY IS important	6.3
SHOULD BE important	5.9
2. To encourage and help individual instructors to become more effective teachers:	
CURRENTLY IS important	3.8
SHOULD BE important	6.2
3. To provide courses that prepare the student for transfer to a good four-year college:	
CURRENTLY IS important	5.4
SHOULD BE important	5.8
4. To provide programs for specific occupational training:	
CURRENTLY IS important	5.8
SHOULD BE important	6.2
5. To assist adults in completing their high school education:	
CURRENTLY IS important	5.2
SHOULD BE important	5.8
6. To provide the community with facilities and services for cultural and public interest programs:	
CURRENTLY IS important	4.8
SHOULD BE important	5.8
7. To involve students in administrative policy making:	
CURRENTLY IS important	4.4
SHOULD BE important	4.7



	Overall Mean
8. To maintain a low student-faculty ratio:	
CURRENTLY IS important	3.8
SHOULD BE important	5.8
9. To attract Ph.D.'s to the college faculty:	
CURRENTLY IS important	3.0
SHOULD BE important	3.0
10. To serve as a center for the dissemination of new ideas:	
CURRENTLY IS important	3.8
SHOULD BE important	5.5
11. To maintain high standards for student achievement in community college work:	
CURRENTLY IS important	4.5
SHOULD BE important	6.0
12. To provide programs and opportunities that enable employees to achieve their professional goals:	
CURRENTLY IS important	4.2
SHOULD BE important	5.9
13. To involve faculty in administrative policy making:	
CURRENTLY IS important	3.8
SHOULD BE important	5.8
14. To encourage and fascilitate interdepartmental communication:	
CURRENTLY IS important	3.5
SHOULD BE important	5.8
15. To enable each student to develop his fullest potential:	
CURRENTLY IS important	4.9
SHOULD BE important	6.7



	Overall Mean
16. To provide the student with guidance counseling:	
CURRENTLY IS important	5.1
SHOULD BE important	6.2
17. To maintain salaries competitive with other educational institutions in the State:	
CURRENTLY IS important	4.5
SHOULD BE important	6.2
18. To actively solicit students who might not otherwise enroll in a post-secondary educational program:	
CURRENTLY IS important	4.6
SHOULD BE important	5.7